**ENVIRONMENTAL STEWARDSHIP SERVICE LEARNING PROJECT**

**Description:** A large component of environmental science consists of action outside the classroom. This year you have the opportunity to expand your interest and involvement in solving environmental problems by developing, executing, and reflecting upon your own environmental stewardship service learning project. This should be a year-long experience that involves collaboration with the local community and addresses a worthwhile local environmental issue. This project consists of four major parts outlined in the rubric below: 1) Goals, 2) Action Plan, 3) Execution/Implementation, and 4) Reflection.

This project can be submitted in a format of your choice (binder, PowerPoint, video podcast, journal, documentary, etc.), but must contain all the criteria below with a completed activity log that will be provided to you. Acceptable evidence for execution of each step includes a letter from a collaborator who can vouch for completion or pictures/video of the step-by-step process. The first two parts (Goals and Action Plan) will be due in two weeks on **Tuesday, February 12th** **,** while the final project (with all four parts) will be due on **Thursday, May 16th (or sooner if possible.)**

You may choose to work with another classmate to develop a plan. However, each individual must submit a unique final project. (For example, while you may be working towards similar goals, one person may choose to complete a journal or scrapbook while the other person may choose to complete a video or documentary.)

**Be creative and enjoy this potentially rewarding experience!**

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| **GOALS** | **4 Exemplary**  The goal/s   * Is/are clearly defined in terms of identifying an important local environmental problem/need. * Contains an opportunity to foster relationships through collaboration with other community members. * Seems reasonable to accomplish within the confines of the length of this class. * Requires multiple steps to accomplish. (Steps would include the actual field/restoration work, but also preparation, research, and planning prior to implementation.) | S | P | T |
| **3 Proficient**  The goals/s successfully addresses three of the four areas above.  Examples:   * The goal is clearly linked to a local problem or need, is of reasonable length, and requires several steps but is an individual endeavor that lacks connection with other community members. * The goal is clearly linked to a local problem or need, is of reasonable length, and involves working with other community members, but only requires a single instance of commitment. (Ex. One work day without prior research or preparation.) | S | P | T |
| **2 Developing**  The goal/s successfully addresses two of the four areas above.  Examples:   * The goal is of reasonable length and involves multiple steps but is not addressing a specific local problem or need and fails to make connections with other community members. * The goal is linked to a local problem or need and contains collaboration with other community members but is too short for a multiple month project and only requires a single instance of commitment. | S | P | T |
| **1 Emerging**  The goal/s successfully addresses less than two of the areas above.  Example:   * The goal is a single instance of commitment that is neither connected to a local problem or need that does not require collaboration with other community members and is too short for a multiple month project. | S | P | T |
| **ACTION PLAN** | **4 Exemplary**  The action plan   * Is clearly aligned with the goal/s * Is logical in sequence * The steps are communicated clearly, in that they could be replicated successfully by another person. * The steps clearly identify where collaboration will occur. | S | P | T |
| **3 Proficient**  The action plan successfully addresses three of the four areas above.  Examples:   * The action plan is clearly aligned with the goal, is in a logical sequence with sufficient detail but fails to identify when and how collaboration will occur. * The action plan is clearly aligned with the goal, is in a logical sequence and identifies where and when collaboration will occur but is stated to vaguely for it to be repeated by another person. | S | P | T |
| **2 Developing**  The action plan successfully addresses two of the four areas above.  Example:   * The action plan is clearly aligned to the goal and is in a logical sequence but lacks sufficient detail and fails to identify where collaboration will occur. | S | P | T |
| **1 Emerging**  The action plan successfully addresses less than two the four areas above.  Example:   * The action plan is linked to the goal but the steps are poorly described, lack collaboration, and the sequence is missing some essential steps. | S | P | T |
| **EXECUTION/IMPLEMENTATION** | **4 Exemplary**  The action plan is executed with all steps successfully completed with supporting evidence (activity log with your choice of evidence for each step.) or revised and then completed if obstacles arise. This includes successfully collaborating with others in the community. | S | P | T |
| **3 Proficient**  The action plan is executed with all but one of the steps successfully completed with supporting evidence, or revised and then completed if obstacles arise. This includes successfully collaborating with others in the community. | S | P | T |
| **2 Developing**  The action plan is executed with all but one of the steps successfully completed with supporting evidence, or revised and then completed if obstacles arise. Collaboration was not evident in the execution. | S | P | T |
| **1 Emerging**  Execution is attempted but is missing more than one of the steps, Collaboration was not evident in the execution. | S | P | T |
| **REFLECTION** | **4 Exemplary**  The reflection   * Contains personal insight about the service learning experience, discussing each step in the action plan. * Identifies and describes any obstacles encountered and evaluates the chosen response to the obstacle. * Clarifies and develops a personal belief about the value of environmental stewardship. * Clarifies and develops a personal belief about the value of collaboration within the experience. | S | P | T |
| **3 Proficient**  The reflection successfully addresses three of the four areas above.  Example:   * The reflection contains personal insight while discussing each step of the action plan and addresses both the value of environmental stewardship and collaboration but fails to describe the obstacles encountered. * The reflection discusses personal insight, possible obstacles, a personal belief, and collaboration but fails to address each step of the action plan. * The reflection contains personal insight while discussing each step and the obstacles but fails to discuss either the value of environmental stewardship or collaboration. | S | P | T |
| **2 Developing**  The reflection successfully addresses two of the four areas above.  Examples:   * The reflection contains personal insight and addresses each step along with the obstacles, but fails to discuss both the value of environmental stewardship and collaboration. * The reflection discusses the value of environmental stewardship and collaboration but fails to provide discussion of the obstacles and is very general and impersonal in discussion of the action plan. | S | P | T |
| **1 Emerging**  The reflection successfully addresses less than two of the areas above.  Example:   * The reflection only vaguely addresses the action plan with very little reference to personal impact or obstacles and is missing a discussion of both the value of stewardship and collaboration. | S | P | T |